



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

High School Report

Test Date: May 2008
ID: 10601244
SAU: Freeport School Department
School: Freeport High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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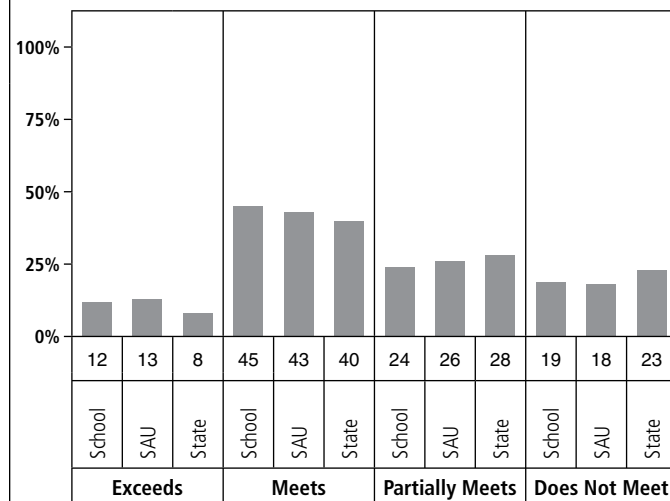
SUMMARY OF SCORES

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

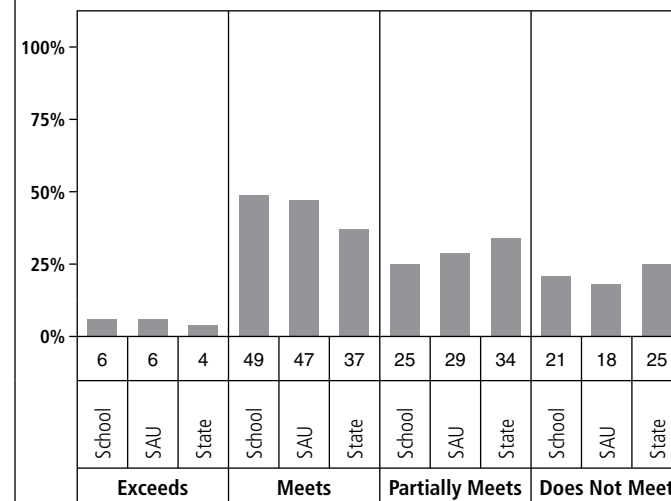
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1147 1144	1148 1144	1141 1141
Mathematics 2006–2007 2007–2008	1143 1143	1143 1143	1140 1141
Writing 2006–2007 2007–2008	1146 1144	1147 1144	1141 1140
Science 2007–2008	1141	1141	1141

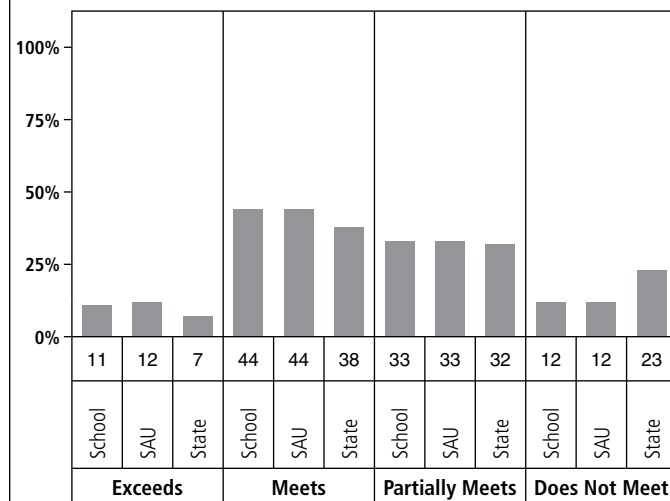
CRITICAL READING



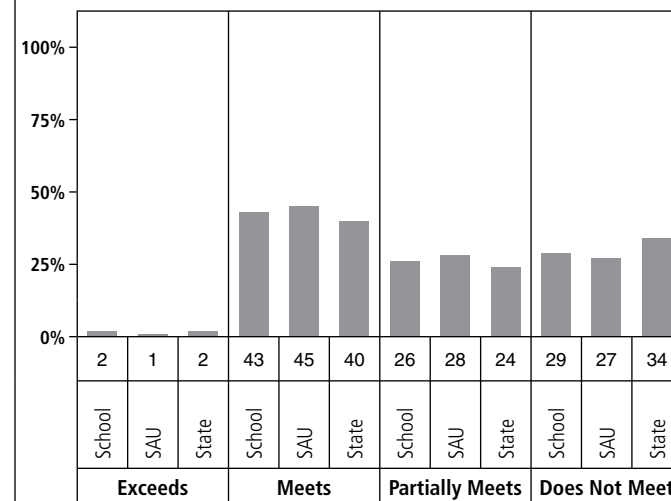
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	114	100	101	100	15604	100	111	97	99	98	14875	96	111	98	98	98	15165	97	111	97	99	98	14869	96	110	97	97	97	14961	96
Ethnicity African American/Black	2	2	2	2	305	2	2	100	2	100	261	86	2	100	2	100	286	95	2	100	2	100	260	86	2	100	2	100	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	3	3	3	3	215	1	2	67	2	67	194	90	2	67	2	67	202	94	2	67	2	67	194	90	2	67	2	67	200	93
Hispanic	1	1	1	1	140	1	1	100	1	100	118	84	1	100	1	100	123	88	1	100	1	100	118	84	1	100	1	100	120	86
Caucasian/White	108	95	95	94	14841	95	106	98	94	99	14207	96	106	99	93	99	14457	98	106	98	94	99	14202	96	105	98	92	98	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	12	11	10	10	2247	14	12	100	10	100	2065	93	12	100	10	100	2138	96	12	100	10	100	2060	92	12	100	10	100	2081	93
Current LEP	5	4	5	5	648	4	3	60	3	60	508	79	3	60	3	60	564	87	3	60	3	60	507	78	3	60	3	60	534	83
Economically disadvantaged	13	11	12	12	4028	26	11	85	11	92	3682	92	12	92	11	92	3831	95	11	85	11	92	3679	92	12	92	11	92	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	91	80	83	82	13042	84	91	80	82	81	13332	85	91	80	83	82	13042	84	90	79	81	80	13192	85
Identified disability (PET/IEP)	1	1	1	1	739	6	1	1	1	1	810	6	1	1	1	1	739	6	1	1	1	1	791	6
LEP	1	1	1	1	399	3	1	1	1	1	456	3	1	1	1	1	399	3	1	1	1	1	436	3
504 plan	9	10	8	10	196	2	9	10	8	10	204	2	9	10	8	10	196	2	9	10	8	10	201	2
Participation with accommodations	17	15	13	13	1623	10	17	15	13	13	1624	10	17	15	13	13	1625	10	17	15	13	13	1567	10
Identified disability (PET/IEP)	8	47	6	46	1117	69	8	47	6	46	1119	69	8	47	6	46	1119	69	8	47	6	46	1088	69
LEP	2	12	2	15	93	6	2	12	2	15	93	6	2	12	2	15	93	6	2	12	2	15	83	5
504 plan	6	35	5	38	58	4	6	35	5	38	58	4	6	35	5	38	58	4	6	35	5	38	55	4
Other	2	12	1	8	367	23	2	12	1	8	366	23	2	12	1	8	367	23	2	12	1	8	353	23
Participation through alternate assessment (PAAP)	3	3	3	3	209	1	3	3	3	3	209	1	3	3	3	3	202	1	3	3	3	3	202	1
Identified disability (PET/IEP)	3	100	3	100	209	100	3	100	3	100	209	100	3	100	3	100	202	100	3	100	3	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	1	1	1	1	40	0	0	0	0	0	36	0	1	1	1	1	38	0
Non-participation – other	3	3	2	2	693	4	2	2	2	2	399	3	3	3	2	2	699	4	3	3	3	3	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	17	18	17	18	1079	7
	2006-2007	17	15	17	18	1168	8
	2007-2008	13	12	12	13	1184	8
	Cum. Total*	47	15	46	16	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	37	40	37	40	5697	38
	2006-2007	58	51	49	52	5714	38
	2007-2008	48	45	41	43	5885	40
	Cum. Total*	143	46	127	45	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	29	31	29	31	4772	32
	2006-2007	21	19	14	15	4728	31
	2007-2008	26	24	25	26	4093	28
	Cum. Total*	76	24	68	24	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	10	11	10	11	3595	24
	2006-2007	17	15	15	16	3444	23
	2007-2008	20	19	17	18	3417	23
	Cum. Total*	47	15	42	15	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	13	12	48	45	26	24	20	19	1144	95	13	43	26	18	1144	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	2										2						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	2										2						192	4	35	30	31	1138
Hispanic	1										1						115	5	32	26	37	1136
Caucasian/White	102	13	13	47	46	24	24	18	18	1145	90	13	44	26	17	1145	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	2	22	5	56	1131	7	0	14	29	57	1129	1823	1	9	24	65	1126
No	98	13	13	46	47	24	24	15	15	1145	88	14	45	26	15	1145	12756	9	45	29	17	1143
Current LEP																						
Yes	3										3						488	3	22	24	52	1132
No	104	13	13	48	46	25	24	18	17	1145	92	13	45	26	16	1145	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	10	0	0	3	30	2	20	5	50	1132	10	0	30	20	50	1132	3545	3	28	30	39	1134
No	97	13	13	45	46	24	25	15	15	1145	85	14	45	27	14	1145	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	107	13	12	48	45	26	24	20	19	1144	95	13	43	26	18	1144	14574	8	40	28	23	1141
Gender																						
Female	60	9	15	28	47	13	22	10	17	1145	51	16	45	25	14	1145	7237	8	42	30	19	1142
Male	47	4	9	20	43	13	28	10	21	1143	44	9	41	27	23	1143	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	107	13	12	48	45	26	24	20	19	1144	95	13	43	26	18	1144	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	0										0						295	48	48	4	0	1161
No	107	13	12	48	45	26	24	20	19	1144	95	13	43	26	18	1144	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	3 6	3 6	3 6	3 6	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	61 52	54 49	54 44	56 47	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	29 27	25 25	22 27	23 29	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	21 22	18 21	17 17	18 18	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	6	6	52	49	27	25	22	21	1143	94	6	47	29	18	1143	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	2										2						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	2										2						200	8	37	34	22	1142
Hispanic	1										1						120	3	23	32	43	1138
Caucasian/White	102	6	6	51	50	24	24	21	21	1143	89	7	48	27	18	1144	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	2	22	5	56	1135	7	0	14	29	57	1134	1896	0	8	22	70	1130
No	98	6	6	50	51	25	26	17	17	1144	87	7	49	29	15	1144	12974	5	41	36	18	1142
Current LEP																						
Yes	3										3						545	3	16	28	53	1135
No	104	6	6	52	50	25	24	21	20	1143	91	7	48	27	18	1144	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	11	0	0	3	27	3	27	5	45	1135	10	0	30	30	40	1136	3695	1	22	37	40	1136
No	96	6	6	49	51	24	25	17	18	1144	84	7	49	29	15	1144	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	107	6	6	52	49	27	25	22	21	1143	94	6	47	29	18	1143	14865	4	37	34	25	1141
Gender																						
Female	59	2	3	34	58	10	17	13	22	1143	50	4	56	20	20	1143	7362	3	36	36	24	1140
Male	48	4	8	18	38	17	35	9	19	1143	44	9	36	39	16	1144	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	107	6	6	52	49	27	25	22	21	1143	94	6	47	29	18	1143	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	0										0						296	35	59	5	0	1158
No	107	6	6	52	49	27	25	22	21	1143	94	6	47	29	18	1143	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	16	17	16	17	952	6
	2006-2007	12	11	11	12	937	6
	2007-2008	12	11	11	12	962	7
	Cum. Total*	40	13	38	13	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	47	51	47	51	6055	40
	2006-2007	64	57	56	59	6167	41
	2007-2008	47	44	42	44	5564	38
	Cum. Total*	158	50	145	51	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	23	25	23	25	4916	32
	2006-2007	24	21	18	19	4723	31
	2007-2008	35	33	31	33	4679	32
	Cum. Total*	82	26	72	25	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	7	8	7	8	3221	21
	2006-2007	13	12	10	11	3227	21
	2007-2008	13	12	11	12	3376	23
	Cum. Total*	33	11	28	10	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	12	11	47	44	35	33	13	12	1144	95	12	44	33	12	1144	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	2										2						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	2										2						192	6	30	34	30	1137
Hispanic	1										1						115	2	30	36	33	1136
Caucasian/White	102	12	12	46	45	33	32	11	11	1145	90	12	46	32	10	1145	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	2	22	5	56	1132	7	0	14	14	71	1130	1825	1	7	23	69	1125
No	98	12	12	45	46	33	34	8	8	1145	88	13	47	34	7	1146	12756	7	43	33	17	1142
Current LEP																						
Yes	3										3						488	3	19	29	49	1131
No	104	12	12	47	45	33	32	12	12	1145	92	12	46	32	11	1145	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	10	0	0	4	40	2	20	4	40	1135	10	0	40	20	40	1135	3546	2	25	35	38	1134
No	97	12	12	43	44	33	34	9	9	1145	85	13	45	34	8	1146	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	107	12	11	47	44	35	33	13	12	1144	95	12	44	33	12	1144	14576	7	38	32	23	1140
Gender																						
Female	60	9	15	29	48	16	27	6	10	1146	51	16	49	27	8	1147	7239	8	43	33	17	1142
Male	47	3	6	18	38	19	40	7	15	1141	44	7	39	39	16	1141	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	107	12	11	47	44	35	33	13	12	1144	95	12	44	33	12	1144	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	0										0						295	42	53	4	0	1159
No	107	12	11	47	44	35	33	13	12	1144	95	12	44	33	12	1144	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	2	2	1	1	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	46	43	42	45	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	28	26	26	28	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	31	29	25	27	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.44	42.9	6.35	42.3	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.55	46.8	6.62	47.3	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.12	36.6	5.16	36.9	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	6.59	50.7	6.79	52.2	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: Freeport School Department
School: Freeport High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	107	2	2	46	43	28	26	31	29	1141	94	1	45	28	27	1141	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	2										2						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	2										2						199	3	36	25	36	1140
Hispanic	1										1						118	1	26	19	54	1136
Caucasian/White	102	2	2	44	43	28	27	28	27	1141	89	1	45	29	25	1141	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	1	11	6	67	1133	7	0	14	14	71	1131	1879	0	11	17	72	1133
No	98	2	2	44	45	27	28	25	26	1142	87	1	47	29	23	1142	12880	2	44	25	28	1142
Current LEP																						
Yes	3										3						519	1	18	19	62	1134
No	104	2	2	46	44	28	27	28	27	1141	91	1	46	29	24	1141	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	12	0	0	5	42	1	8	6	50	1136	11	0	45	9	45	1136	3651	1	26	24	49	1137
No	95	2	2	41	43	27	28	25	26	1141	83	1	45	30	24	1141	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	107	2	2	46	43	28	26	31	29	1141	94	1	45	28	27	1141	14754	2	40	24	34	1141
Gender																						
Female	58	0	0	27	47	13	22	18	31	1140	49	0	49	24	27	1141	7277	1	37	26	36	1140
Male	49	2	4	19	39	15	31	13	27	1142	45	2	40	31	27	1141	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	107	2	2	46	43	28	26	31	29	1141	94	1	45	28	27	1141	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	0										0						296	13	80	5	3	1152
No	107	2	2	46	43	28	26	31	29	1141	94	1	45	28	27	1141	14463	2	39	24	34	1140

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